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ABSTRACT

The booklet describes a study of cost projection in funding of handicapped children in the Iowa public schools from 1975-76 through 1985-86. It is explained that estimates of likely numbers of handicapped children were drawn up, along with projections of public school enrollment and estimates of percentage of allowable growth for the 10-year period, and that funding analyses were then computed for special education instructional programs and support services. Six general conclusions were drawn from the data, including that the original goal of full service to all handicapped children by 1980 will not be reached, but is likely to be attained by 1982; that slightly over 6% of Iowa's public school enrollment is now included in special education programs, and this figure should peak at around 9%; that special education costs will nearly triple from 1975-76 to 1985-86; and that actual numbers of handicapped children should begin to decline in 1982 with the overall trend of decline in 1982 with the overall trend of declining public school enrollment. (CL)

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A Cost Projection for Special Education Funding in the State of Iowa 1975-76 through 1985-86

U.S. DEPARTMENT OF HEALTH,
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The objectives underlying each of the five studies were to provide pertinent information and to increase knowledge regarding selected problems facing education in Iowa.

The five studies of education in Iowa were conducted by faculty members at The University of Iowa, Iowa State University, and the University of Northern Iowa. The five studies were coordinated by Professor George A. Chambers, Chairman of the Division of Educational Administration, The University of Iowa. The titles of the five studies and the faculty researchers are:

"A Study of State of Iowa Appropriations with an Emphasis upon Expenditures for Education," George A. Chambers, Leo A. Gerst, and Marvin E. Jackson, The University of Iowa.

"A Study of Iowa's Public Elementary and Secondary Enrollment Trends, 1977-78 through 1981-82," Professor Emeritus Wayne P. Truesdell, University of Northern Iowa.

"Enrollment in Post Secondary Education in Iowa: Prospects and Potential Problems for the Period 1977 through 1986," Duane D. Anderson, Robert E. Engel, and Robert S. Ellinger, The University of Iowa.

"A Cost Projection for Special Education Funding in the State of Iowa, 1975-76 through 1985-86," Clifford E. Howe, The University of Iowa.

"A Study of Current and Potential Cooperation in Vocational-Technical Education between Area Schools and Public Schools in Iowa," Harold E. Dilts, Iowa State University.

The authors express their appreciation to the Committee and to Ms. Linda King, Administrative Assistant to the Committee, for help and direction in conducting the studies.

CHAPTER 1—OVERVIEW

There are two major components to financing special education in Iowa. One is the funding of 15 Area Education Agencies (AEAs) for support services, including staff such as directors, coordinators, school psychologists, speech and language clinicians, consultants, school social workers, itinerant teachers, and other ancillary personnel. The second component is the financing of additional costs to public school districts for instructional programs for handicapped children. This is accomplished by assigning additional "weightings" to handicapped children as a part of the State School Foundation Program (*Code of Iowa*, Chapter 442, 1977). The additional weights assigned are set forth in Chapter 281.9, Education of Children Requiring Special Education (State of Iowa, 1977). The school budget review committee is required by Chapter 281.9 to review costs annually and to adjust weightings to reflect the actual costs.

History of Funding Special Education in Iowa

Iowa passed its first special education law in 1945. Prior to that time, the state and local school districts had provided some funding for handicapped children in institutions, residential schools, and self-contained classes in the larger population areas. Early efforts by the state to provide for the handicapped are well documented in the *Iowa Law Review* (The University of Iowa, 1977).

For almost 30 years after passage of this initial law in 1945, special education programs were financed by a combination of fixed-amount appropriations from the legislature plus local taxes at the school district and county board of education level. The state appropriation was intended to pay the "excess costs" above the average per pupil costs of regular pupils. The amount appropriated, however, was rarely sufficient to cover these excess costs, and funds were pro-rated to school districts and counties. During this time, school districts could provide for the handicapped but were not required to do so.

In 1974, the Iowa Legislature passed significant legislation in S.F. 1163 (now included in the *Code of Iowa*, Chapters 273, 281, 442). This bill required that special education be provided to all handicapped children, abolished the county school system, established 15 regional Area Education Agencies, and integrated funding into the State School Foundation Program (*Iowa Law Review*, 1977). Funding of instructional programs can now be viewed as an "open-ended" appropriation based on need. This concept is very forward looking as a state policy to provide appropriate programs and is supported by special education advocates. Open-ended funding does create some problems for the legislature in that costs can escalate rapidly, as has been the case in the past three years in Iowa. One controlling mechanism can be close monitoring by the 15 AEA directors of special education of handicapped children who are to be weighted.

Major Questions to be Considered

Developing a cost projection for special education for the next 10 years can be based on three major questions:

1. What will be the increase (or decrease) in numbers of handicapped children?
2. How much is it likely to cost in Iowa tax funds?
3. How will federal funds (principally 94-142) be used and what will the impact be on state appropriations?

The remainder of this report focuses on these three issues and provides data to support the estimates given.

CHAPTER 2—FUNDING OF SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS

Handicapped Children Head Count and Weighting

As noted in Chapter 1, funding of Iowa's special education programs takes two forms: (1) instructional programs in local districts funded through the State School Foundation Program, and (2) support services of AEAs whose budgets are funded after approval by the State Board of Public Instruction. Under present procedures, the support budgets are controlled, but instructional funding is open-ended. Instructional programs also represent the largest share of the total cost (71% for 1976-77). This chapter reviews the costs for instructional programs since the passage of SF 1163 and estimates costs through 1985-86.

Special education instructional costs are affected by both the numbers of children identified as well as the weighting assigned to each child. Because surplus funds were generated using weightings originally outlined in the *Code of Iowa*, Chapter 281.9, the school budget review committee subsequently reduced the weighting factor. The weightings in effect for 1978-79 include: 1.7 for the mildly handicapped who are in regular classes for the major part of the school day; 2.0 for those needing enrollment in self-contained classes with little integration; and 4.0 for the severely handicapped, those with multiple handicaps, and the chronically disruptive. Projections through 1985-86 used these current weighting factors. Pupils in the regular curriculum are assigned a weighting of 1.0.

Table 2.1 shows numbers of handicapped students weighted to date under procedures outlined in *Code of Iowa*, Chapters 281 and 442.

Numbers of handicapped children increased each year, while overall enrollment in the state declined. The major portion of the increase was in resource and integrated programs (1.7 weighting) for the mildly handicapped. This increase in special education enrollment during a period of declining general enrollment is expected. The goal

of the Department of Public Instruction is to provide full service to all handicapped children in Iowa by 1980. Federal legislation through 94-142 has a similar timeline. It remains speculative whether the goal will be reached. Factors likely to delay this full service goal are a shortage of special education teachers, negative community and school attitudes toward programming for the chronically disruptive and emotionally disturbed, and continuing school dropouts in the 16-21 age range.

In order to better predict likely events for the next few years, two groups were asked to estimate numbers of handicapped children through the 1981-82 school year. The groups surveyed were the 15 AEA directors of special education and the instructional consultants of the Iowa Division of Special Education in the DPI. In addition, a stratified random sample of special education teachers in Iowa was asked to indicate the total number of children in their school who would qualify for services under the current statutes, rules, and regulations now in force in Iowa.

As can be seen in Table 2.2, both the AEA directors and the DPI consultants uniformly are planning on increasing numbers of children being weighted in the next three years. Only one person, the DPI consultant for mental disabilities, predicted a decline in enrollment in her area.

A sample of special education teachers was asked to indicate the total number of children in their buildings who need special education services. For several reasons, this source of data needs to be viewed with caution. Of the 275 questionnaires mailed, slightly over 60% were returned. Some returns were incomplete and could not be used. In addition, respondents were asked to indicate their degree of certainty regarding the accuracy of the data they submitted. Only those responses marked as "certain" or "fairly certain" were used. With the above qualifiers on these data, the result was that special education teachers think about 40% more children in their building are in need of special education programs. This would represent 9% of Iowa's total public school population. It is interesting to note that this percentage is almost identical to national incidence figures of 12% for the handicapped when communication disabilities are subtracted. Iowa's speech and language clinicians are funded through the AEAs, and their students are not weighted.

Data from the three sources were examined and compared with nationwide incidence rates and projections. Personnel from the State Division of Special Education estimate more handicapped children by

1982-83 than do the 15 AEA directors of special education as noted in Figure 2.1. This was caused primarily by optimistic estimates from the DPI consultant for emotionally disabled or chronically disruptive children, and this level of program is not likely to be achieved in the near future. Table 2.3 reports the best estimates regarding likely numbers of handicapped children for the next decade.

These projections are based on the belief that full service to all handicapped children will not be achieved by 1980 but will likely occur about two years later. By 1982, numbers of handicapped children should then begin to decrease in proportion to the declining general enrollment. For this to happen, AEA directors and the State Division of Special Education will need to monitor closely all children referred for placement in special education programs. Current *Rules of Special Education* (1977) of the Department of Public Instruction rely heavily on professional judgment as to whether a child is in need of special education services. This approach is preferable to those used earlier in the United States, in which arbitrary cut-off points such as I.Q. or years of academic retardation were used to determine eligibility. Quantitative measures are not precise enough to be used as the only criteria.

Children fall on a continuum of learning/behavior and professional judgment of educators and support service personnel make the determination (with the parent) as to whether a child is best served in the special or regular classroom. There is continuing pressure from regular classroom teachers to include more children in special education programs when the regular teacher feels incapable or lacks time to develop an individual program for a child in a regular class of 25 or 30 students. These factors become important, then, in estimating the numbers of children who will be identified as handicapped and weighted for funding.

Costs for Instructional Programs

Final Audit Report data are now available for special education instructional programs for a two-year period (DPI, 1977, 1978). Table 2.4 indicates those costs for the 1975-76 and 1976-77 school years.

Balances generated for both years were eliminated by House File 463 (Iowa Legislature, 1978) as well as unencumbered funds for the 1977-78 year. The net effect is to reduce the actual dollars needed for this next year from the state treasury, for these unspent balances

will be used by school districts in their next budget. The question still remains whether the current weighting procedure will generate surplus funds again in the future. This seems less likely because (1) weightings have been reduced by the School Budget Review Committee, which now has authority to reduce balances held by school districts; (2) more special education teachers should be available for employment; (3) the AEA directors seem to be monitoring the weightings more closely.

Compared with 1975-76 actual special education instruction expenditures went up about \$20 million during 1976-77. Although audited data are not yet available for the 1977-78 school year, costs are estimated in the range of \$93 million, an increase of about \$14 million over the 1976-77 year.

Using existing cost data and the weightings indicated earlier, cost estimates for instructional programs have been projected through the 1985-86 school year as shown in Table 2.5 and Figure 2.2.

Data in Table 2.5 and Figure 2.2 would indicate that public school costs (state and local dollars) for instructional programs for the handicapped will almost triple during this 10 year period to a total of \$178 million. This increase will result from larger numbers of handicapped children who are weighted and to the percentage growth of Iowa's allowed average per pupil cost as computed by the state comptroller (*Code of Iowa*, Chapter 442.7). The allowable growth has averaged about 8.5% a year for the past six years. An estimate of 6% annual allowable growth was used in projecting costs through 1985-86 based on the judgment of personnel in the Division of Administration and Finance (DPI, 1978) and the State Comptroller's Office. After 1982, cost increases are based only on allowable growth and will parallel similar increases for students in regular education programs.

These cost estimates were also based on the assumption that the percentage of children assigned different weights (1.7, 2.0, 4.0) will remain stable during the next several years. The percentages have been virtually unchanged over the past four weighting periods as is shown in Table 2.6. Projections by AEA directors and DPI staff suggest that the percentages given different weights will remain about the same. It is possible that more emotionally disabled and chronically disruptive children will be identified and weighted 2.0 or 4.0. This will depend on parent demand and school and community willingness to program for these students, particularly those past the compulsory attendance age of 16. House File 463 (Iowa Legislature, 1978) will affect funding for this group to the degree that these students are in county juvenile

homes. Costs of instruction provided by an AEA to children residing in juvenile homes will now be paid from the state treasury.

In summary, it should be noted that although students weighted represent the bulk of handicapped children receiving instructional services, there are additional children identified but not weighted—for example, students served by itinerant teachers, home intervention programs, and those receiving support services in regular classrooms. For the 1978-79 year, between 1,000 and 1,500 children fit in these categories. They have not been included in the foregoing estimates as they are not weighted above 1.0 and will not generate additional dollars above those of regular students. Extra funding of these programs comes primarily from AEA support service budgets and will be included in the next chapter. In addition, pupils with communication disabilities are not weighted and are funded through AEA budgets. Speech and language clinicians served 19,129 pupils during the 1976-77 school year.

CHAPTER 3—FUNDING OF SPECIAL EDUCATION SUPPORT SERVICES

Introduction

In addition to instructional programs for handicapped children, AEAs are funded by the legislature for support services. These support services, as noted in Chapter 1, include staff such as directors, coordinators, school psychologists, speech and language clinicians, consultants, school social workers, itinerant teachers, and other ancillary personnel.

Approved budgets in special education for the 15 AEAs have been growing about \$5 million a year for the past three years, based on a plan by the Department of Public Instruction to build up staff gradually until full services to all handicapped children are reached in 1980. However, the Iowa Legislature (HF463, 1978) set the maximum growth for new and expanded services for AEAs at 4.87% for 1978-79 and 3% for 1979-80. Thereafter, the total statewide budget for special education will remain at that level plus the amount permitted for allowable growth. With the projected continuation of enrollment decline in the public schools during the 1980-85 period, the net effect should be that more comprehensive support services will be offered because the staffing level will remain the same.

Costs for AEA Special Education Support Services

Special education support services represent the bulk (67%, 1975-76), but not the total, cost of operation of AEAs. Table 3.1 portrays the approved special education support budgets for 1975-76 through 1978-79 and projects costs through the 1985-86 school year. Actual costs during the first three years of the AEAs operation have been less than amounts budgeted, and a balance of about \$3,200,000 has been applied toward the 1978-79 budget.

An estimate of 6% allowable growth each year was used in the

projections. This may be a conservative estimate, and the amount will increase by approximately one-half million dollars for each percent of allowable growth above 6%. Based on 6% of allowable growth, the cost for support services will more than double during this 10 year period, and the cost per pupil to total statewide public school enrollment will more than triple. This discrepancy is due to AEA staffs remaining constant after 1980 while overall statewide enrollment continues to decline.

CHAPTER 4—OTHER FUNDING FOR HANDICAPPED CHILDREN

Other Agencies Educating Handicapped Children

Although most handicapped children in Iowa are served by the public schools or through AEAs, there are other educational programs for the handicapped funded by the State of Iowa. The principal ones are the four special schools operated by the Board of Regents, two state schools for the retarded, and four mental health institutes under the Department of Social Services. About 1,500 children currently receive all or part of their educational program through these two state agencies. In addition, the Department of Social Services operates two training schools and a juvenile home with many children who could undoubtedly qualify as handicapped.

Although not directly a part of this study, subsequent decisions made by the state could affect cost estimates projected in this report. Presently, the heads of the Board of Regents, Department of Public Instruction, and Department of Social Services are considering the issues of governing and funding these programs for handicapped children. A position held by many advocates in special education is that "money should follow the child" regardless of the educational institution which the child is attending. One implication, if such a change were considered by the legislature, is that this group of handicapped children would then be weighted and instructional costs here estimated in Chapter 2 would increase. Whether overall costs would be higher than current appropriations will depend on whether these different agencies are now providing equivalent education and related services appropriate to each child's needs.

Federal Funding Through PL 94-142

The Education for All Handicapped Children Act (PL 94-142) became operational during the 1977-78 school year. Iowa's share of

funds for this year was \$3,100,000, of which 75% (\$2,325,000) was "passed through" to AEAs for instructional and support services to be provided to local school districts. The remaining 25% is retained by the Department of Public Instruction for statewide projects, program administration, and emergency situations.

During the 1978-79 school year, 75% of the state entitlement will again be passed through to the AEAs. It is anticipated that Iowa's entitlement will be \$7,450,173. Of this amount, \$5,587,631 will go to AEAs for support of programs and/or related services provided to preschool age handicapped children and to the inadequately served (Lanham, DPI, 1978).

Public Law 94-142 stipulates that each state must have "in effect a policy that insures all handicapped children the right to a free appropriate public education." The act further spells out priorities for utilizing these funds, with priority 1 being handicapped children not receiving an education and priority 2 being the most severely handicapped in each disability category who are receiving a program considered inadequate.

Iowa presently uses PL 94-142 funds and plans to do so for several more years, principally to continue support for projects and/or programs that meet educational needs of preschool handicapped children, since this population represents the major portion of priority 1 children (Lanham, 1978). After all preschool handicapped have been served, the federal funds will be used for programs in other disability areas and age levels. Presently, these funds are used not only for teachers and aides for preschool programs, but also for support staff in AEAs to locate, identify, and evaluate such children. For example, between 400 and 500 staff such as preschool teachers, aides, and psychologists will be funded by PL 94-142 during the 1978-79 school year.

Summary

In summary, PL 94-142 funds plus appropriations by the Iowa Legislature to the Board of Regents and Department of Social Services represent the major additional resources used to educate handicapped children in Iowa.

After Iowa has demonstrated to the Commissioner of the U.S. Office of Education that all handicapped children are served or will be served when identified, PL 94-142 funds can be used to supplant funds currently appropriated by the legislature. Whether this will be done

or whether funds will be used to upgrade existing programs remains to be seen. Furthermore, current federal funding is based on 10% of the average per pupil expenditure in public elementary and secondary schools in the United States. This percentage can increase to a maximum of 40% by 1982. However, this is an authorization limit; the actual level at which Congress will appropriate funds in future years remains undetermined. Already, some evidence suggests that the amount appropriated next year, when the percentage can jump from 10 to 20, will be less than the 20%.

CHAPTER 5—SUMMARY AND CONCLUSIONS

Background

The primary purpose of this study was to develop a cost projection for funding of handicapped children in the public schools for a 10 year period from 1975-76 through 1985-86. These programs, as currently funded, provide additional dollars to school districts as part of the State School Foundation Program and to 15 AEAs for special education support services staff. Chapter 281 of the *Code of Iowa*, "Education of Children Requiring Special Education," mandates that school districts provide appropriate educational programs for handicapped children under 21 years of age.

Procedures

In order to develop cost projections through 1985-86, estimates of likely numbers of handicapped children were needed. Data were obtained from Iowa's 15 AEA directors of special education, from state consultants in the Division of Special Education, from a stratified random sample of special education teachers in Iowa, and from national literature regarding incidence rates and trends (Bureau of Education for the Handicapped, 1977; Stanford Research Institute, 1977; Management Analysis Center, 1977).

Additionally, projections of public school enrollment through 1985-86 were obtained from the Department of Public Instruction (Tack, 1978) and from a study done as part of this series of studies in education in Iowa for the legislature (Truesdell, 1978).

Finally, estimates of percentage of allowable growth during this period were obtained from the Department of Public Instruction and from the State Comptroller's Office.

Results

The data from this study support the following major generalizations:

1. Additional handicapped children will be identified and served for at least the next four or five years. The original goal of full service to all handicapped by 1980 will not be reached but is likely to be achieved about 1982.
2. Slightly over 6% of Iowa's public school enrollment is now included in special education instructional programs, and this percentage should top out around 9%. Adding the 3% of children with communication disabilities who are served by speech and language clinicians through AEAs brings the total to 12%. Twelve percent is the figure used in most national estimates of handicapping conditions and is the maximum figure allowed for funding purposes (ages 5 through 17) in PL 94-142. Iowa has one of the more progressive special education laws, and it appears that numbers of handicapped children eventually served in Iowa will be almost identical to national studies of prevalence.
3. Beginning in about 1982, actual numbers of handicapped children should begin to decline in line with the overall trend of declining enrollment in the public schools. For this to happen, the Department of Public Instruction and the AEA directors of special education will need to closely monitor newly identified pupils who are weighted. If this is not done, the Iowa Legislature may need to consider placing a ceiling for funding purposes on the percentage of children who are mildly handicapped (1.7 weighting).
4. Special education costs (instructional programs + AEA support staff) will almost triple from a base of about \$86 million in 1975-76 to a total of approximately \$243 million in 1985-86 due to increasing numbers of handicapped children and allowable growth. About 32% of this amount is for 1.0 weighting for the mildly handicapped in regular programs. During this same period, numbers of handicapped children served will increase by about 50%.
5. Federal funding to public school programs, principally through PL 94-142, will contribute an additional \$5,587,631 during this next year which will be used primarily for programming of the preschool handicapped. This amount could increase to around

\$25 million by 1982, depending on whether Congress passes appropriations up to the limit authorized by PL 94-142. It seems doubtful, at this time, that final funding will be this high.

6. If the Iowa Legislature changes the method of funding handicapped children in programs now under the auspices of the Board of Regents and Department of Social Services, this could have an impact on total costs. Whether it would increase those costs to the state treasury would depend on whether the level of service currently provided these children equals that offered by present funding to public schools. In fact, it could reduce direct costs to the state treasury because children weighted through the State School Foundation Program are funded by a combination of state appropriations and local property taxes. Statewide, property taxes currently contribute about 52% of the total amount.

TABULAR AND STATISTICAL MATERIAL

Table 2.1—Students Weighted from 1975-76 through 1978-79

Year	Resource and Integrated		Self-Contained		Severe/Profound, Chronic Disruptive		Total Head Count	Percent of State Public School Enrollment*
	Head Count	% of Total	Head Count	% of Total	Head Count	% of Total		
1975-76	23,515	82	3,842	13	1,321	5	28,378	4.6
1976-77	26,853	80	4,689.2	14	2,107	6	33,649.2	5.5
1977-78	28,968	80	5,222	14	2,067	6	36,257	6.2
1978-79 (January Count)	30,499	80	5,497	15	2,041.5	5	38,037.5	6.7**

*In order to be consistent, public school enrollment throughout this study is based on September head count as this is used to project enrollment through the 1980s by Leland Tack, Director, State Equalization Plan Division, DPI. The study done by W. P. Truesdell as part of this series of *Studies of Education in Iowa* were reviewed and yielded data virtually identical to that of Dr. Tack.

**For 1978-79, only the January count of handicapped children was available. The September 1978 general enrollment prediction was used as the divisor. Had the actual January 1978 State head count been used, the percentage would have been 6.5 rather than 6.7.

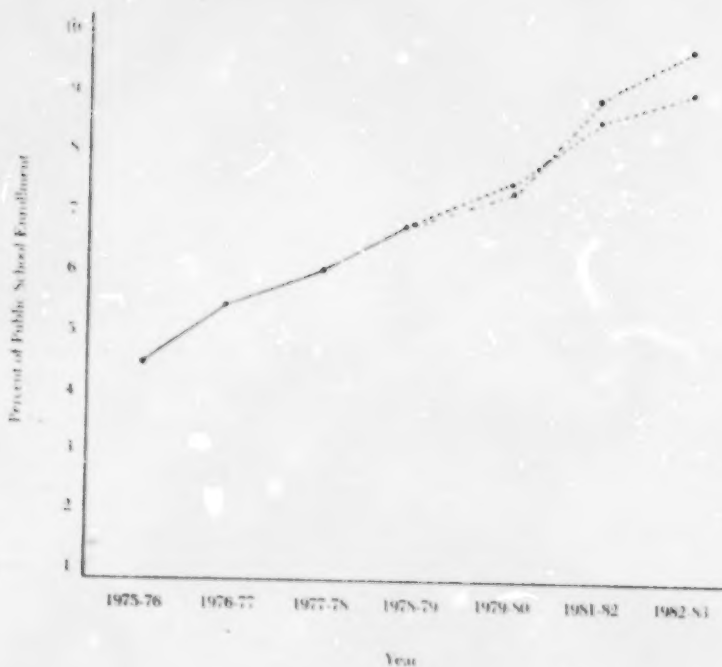


Figure 2.1—Number of Handicapped Children in Iowa (Except Speech) Projected through 1981-82

- Actual Head Count (1975-78)
- - - AEA Directors
- DPI Consultants

Table 2.2—Percentage Estimates of Handicapped Children Head Count Increases by AEA Directors and DPI Consultants Using 1978-79 as the Base Year

Year	Resource and Integrated (1.7)		Self-Contained (2.0)		Severe/Profound, Chronic Disruptive (4.0)		Total	
	AEA Directors	DPI Consultants	AEA Directors	DPI Consultants	AEA Directors	DPI Consultants	AEA Directors	DPI Consultants
1979-80	7.3	5.4	13.5	4.7	9.6	2.2	8.2	6.2
1980-81	17.6	16.7	26.5	27.4	18.1	78.0	18.9	21.3
1981-82	19.5	23.0	35.2	47.3	27.2	155.0	22.1	33.0

Table 2.3—Head Count Estimates of Handicapped Children through the 1985-86 Year (Instructional Programs)

<i>Year</i>	<i>State Public School Enrollment (September Count)</i>	<i>Number of Handicapped Children</i>	<i>Percent of State Public School Enrollment</i>
1975-76	613,730	28,378	4.6
1976-77	606,306	33,649.2	5.5
1977-78	587,113	36,257	6.2
1978-79	567,743	38,037.5	6.7
1979-80	548,869	41,157	7.5
1980-81	532,605	45,227	8.5
1981-82	518,473	46,444	9.0
1982-83	507,396	45,666	9.0
1983-84	494,711	44,530	9.0
1984-85	482,313	43,411	9.0
1985-86	470,254	42,326	9.0

Table 2.4—LEA Special Education Student Data and Program Costs

<i>Year</i>	<i>Students Weighted</i>	<i>\$ Generated</i>	<i>Expenditures</i>	<i>Balance</i>
1975-76	28,378	\$64,279,072	\$59,310,146	\$4,968,926
1976-77	33,649.2	86,718,248	78,784,473	7,933,775

Table 25—Actual Costs and Projected Estimates for Special Education Instructional Programs through 1985-86

Year	Cost of Instructional Program for Handicapped in Dollars*	Statewide Average Cost Per Pupil	
		Regular	Handicapped
1975-76	\$ 59,310,146	\$1174	\$2090
1976-77	78,784,473	1293	2341
1977-78	93,000,000	1398	2565
1978-79	106,758,870	1525	2807
1979-80	122,459,000	1618	2975
1980-81	142,623,000	1715	3154
1981-82	155,249,000	1818	3343
1982-83	161,807,000	1927	3542
1983-84	167,249,000	2043	3756
1984-85	172,829,000	2165	3981
1985-86	178,620,000	2295	4220

*Beginning with 1979-80, allowable growth was estimated at 6% a year. Costs for regular and handicapped children increase at the same rate based on this allowable growth factor.

Note:

These estimates for the handicapped are based on the total weighting including the 1.0 weight for regular students. The mildly handicapped (1.7) are in regular programs for the majority of the school day and the LEA retains the 1.0 amount. About 32% of the yearly cost estimates in this table are for the 1.0 weight for the mildly handicapped.

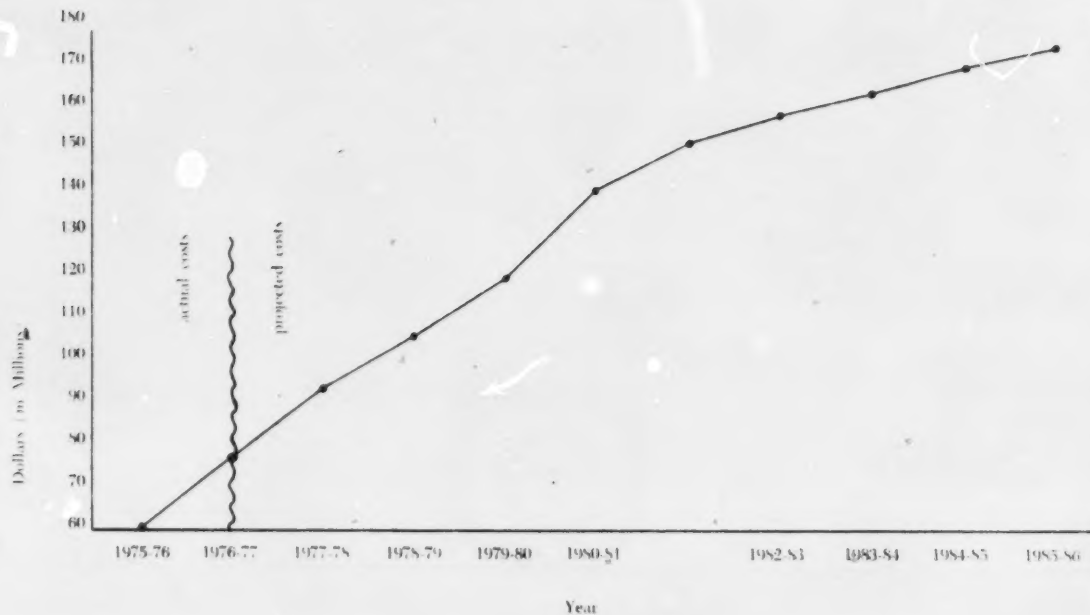


Figure 2.2—Actual Costs and Projected Estimates for Special Education Instructional Programs

Table 2.6—Percentage of Handicapped Children Assigned Various Weights for the Period 1975-76 through 1978-79

Year	% of Total Weighted 1.8 or 1.7	% of Total Weighted 2.2 or 2.0	% of Total Weighted 4.4, 4.2, 4.0	Total Head Count Weighted
1975-76	82	13	5	28,378
1976-77	80	14	6	33,649.2
1977-78	80	14	6	36,257
1978-79	80	15	5	38,037.5

(January
Count)

Table 3.1—Approved Budgets and Projected Estimates for AEA Special Education Support Services

Year	Approved Budget	Projected Costs	Cost Per Pupil of Statewide Public School Enrollment*
1975-76	\$26,452,545		\$ 43.10
1976-77	31,458,377		51.89
1977-78	36,516,708		62.20
1978-79	41,734,650		73.51
1979-80		\$45,491,000	82.88
1980-81		48,220,000	90.54
1981-82		51,113,000	98.58
1982-83		54,180,000	106.78
1983-84		57,431,000	116.09
1984-85		60,877,000	126.21
1985-86		64,530,000	137.21

*Based on September count or estimate for the year involved.

Note:

Cost per pupil was computed using actual numbers of students. Some computations are made using the total weighted enrollment which has the net effect of reducing cost per pupil by about \$4 for the current year. Thus, the above costs per pupil are higher than may be reported by DPI.